

EDG 4410 Module

ESOL Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 2: Standards-Based ESL and Content Instruction: Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELs' English listening, speaking, reading, and writing skills. The teacher will support ELs' access to the core curriculum by teaching language through academic content.

3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELs in learning academic vocabulary and content- area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELs of diverse backgrounds and varying English proficiency levels.

ESOL Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELs: Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELs' cultural background knowledge, learning styles, and prior formal educational experiences.

Standard 2: Instructional Resources and Technology: Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

The following activity is to be completed in conjunction with the planning and implementations of Microteach I, a direct teach. As you work through this activity, refer to the following three case studies and plan your lesson with these three students (Edith, Edgar and Tasir) as members of your class. Video available at: <http://engage.ucf.edu/v/p/6uUmfrl>



Edith Rodriguez*

Video available at: <http://engage.ucf.edu/v/p/6uUmfrl>

- *arrived in the U.S. one month ago from the Hidalgo region of Mexico*
- *now in the sixth grade*
- *tested in English and Spanish—beginning level of English proficiency & poor literacy skills in Spanish*
- *never volunteers to answer the teacher's questions, but not disruptive*

- *when the teacher asks her if she understands, she smiles and nods*
- *struggles to answer even the simplest yes/no questions in English*
- *in small group work does participate in a meaningful way*
- *when there is a quiz or test, turns in a blank page*



Edgar Ponce*

Video available at <http://engage.ucf.edu/v/p/WTkQHQD>

- *moved from Puerto Rico to the U.S. mainland eight months ago*
- *now in the eighth grade*
- *recent English proficiency test placed Edgar at a low intermediate level*
- *hesitatingly conversant in everyday English, speaking in simple sentences with frequent grammatical errors*
- *comprehends more than he is able to express*
- *has difficulty understanding academic discussions and teacher presentations*
- *often refuses to turn in written work since he says he cannot write well in English*
- *English reading skills are very weak, and his Spanish reading and writing skills are below grade level, according to bilingual testing results*



Tasir Barad*

Video available at <http://engage.ucf.edu/v/p/WCUP5WC>

- *came to the U.S. from Egypt when she was in the third grade*
- *now in the seventh grade*
- *no traces of foreign accent in speech*
- *her teachers are skeptical of her categorization as an ELL since she sounds like a native speaker*
- *some teachers believe that Tasir doesn't try hard enough and that she does not warrant extra help or accommodations*
- *seems to keep up in class most of the time but struggles with tasks involving writing and reading*
- *When reading aloud, lacks fluency, & when writing, makes frequent spelling and syntactic errors*
- *Diagnostic testing placed her at the advanced level of English proficiency in listening and speaking but below grade level in reading and writing*

**Pseudonyms*

ESOL Module Activity

STEP 1:

Select a topic for your direct teach. Choose 3 - 5 terms from the topic that would need to be taught in order for your students to better comprehend the lesson.

For example, if teaching the life cycle of a butterfly, some of the terms to be taught might be *metamorphosis*, *pupae*, *larvae*, etc.

STEP 2:

Create a lesson plan using the EDG 4410 template. Design your lesson so that during the input section of your lesson you will be teaching the terms using a graphic organizer.

STEP 3:

Investigate the following on-line resources that explain various graphic organizers. Taking into consideration how you are going to teach your content-specific terminology, select an appropriate graphic organizer.

For example, if you are going to have your students compare and contrast terms, a Venn diagram would be an appropriate selection. When you turn in this assignment, include a copy of your graphic organizer. You may submit an 8 ½ x 11" copy or a photo attached to or inserted into your lesson plan.

<http://www.eduplace.com/graphicorganizer/> (Available in English and Spanish)

http://www.edhelper.com/teachers/Sorting_graphic_organizers.htm

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html> (Look for subject area examples.)

<http://www.cod.edu/people/faculty/drafke/Graphic%20organizers.htm#A%20Hierarchy>

STEP 4:

Using the SHOW & TELL Accommodation Tool for Teachers of ELs (below) write the procedures section of the lesson plan. Begin by looking at the verbs you are considering to use in the procedures section. Look to see how many verbs fall into the SLIDE and/or TREAD areas. If there is a high ratio of TREAD verbs, you will need to provide more accommodations.

A. Incorporate appropriate SHOW & TELL strategies – non-verbal activities and tasks (SLIDE accommodations) into the lesson appropriate for Edith who is at the beginning level of language development.

B. Incorporate appropriate SHOW – non-verbal activities and tasks (SLIDE) + intermediate TELL strategies (TREAD) appropriate for Edgar who is at the intermediate level of language proficiency.

C. Incorporate appropriate TELL strategies – more advanced TREAD accommodations for Tasir who is at the advanced level of language development.

STEP 5:

For ESOL strategies to include in your lesson plan, refer to the SHOW & TELL **Accommodation Tool (The STAT)** handout below. As you write the procedures section of your lesson, identify at least one appropriate ESOL strategy in **BOLD, CAPITAL LETTERS**, for each ELL student (Edith, Edgar, Tasir). After each strategy, identify the ELL student and label the ESOL strategy.

For example, if you state in your plan that you are going to show pictures of the life cycle of a butterfly, label that behavior as an ESOL strategy for Edith and state the name of the strategy in parentheses as follows:

Excerpt from lesson plan:

While explaining life cycle, refer to poster with pictures of the life-cycle of a butterfly stating the name of each stage while pointing to each picture. **(ESOL STRATEGY FOR EDITH: Simple graphic organizers using pictures & words)**

STEP 6:

For this activity, submit the following:

Microteach I Lesson Plan with an 8 ½ x 11" copy of your graphic organizer attached to or inserted into your lesson plan. Submit with your Microteach #1 Lesson Plan Template.

MICROTEACH #1

LESSON PLAN TEMPLATE

SUBJECT: _____ **NAME:** _____

GRADE LEVEL: _____ **UNIT:** _____

LESSON TITLE: _____

NEXT GENERATION SUNSHINE STATE STANDARDS/COMMON CORE STANDARDS [4 pts]

BENCHMARK/S: (include at least one complete benchmark)

RATIONALE [2 pts] (Explain why students should be learning this content)

GOALS OBJECTIVE [5 pts] (Two sentences. Goal statement: learner and learning task. Evaluation statement: condition, performance, criteria)

CONTENT [3 pts] (Outline what you are going to teach and include any terms with their definitions)

PROCEDURES [7 pts] (As you detail the 7 steps of a direct teach, refer to the “SHOW & TELL Accommodation Tool (The STAT).” Identify at least three ESOL strategies in **BOLD, CAPITAL LETTERS**. After each strategy, label it as an ESOL strategy.

1. Anticipatory set
2. State objective
3. Input
4. Model
5. Check for understanding
6. Guided practice
7. Independent practice

CLOSURE/SUMMARY [2 pts] (Explain how you will end the lesson)

RESOURCES [1 pt] (List any materials you plan to use during lesson including the graphic organizer poster)

EVALUATION [3 pt] (Include condition, performance and criteria)

ESOL Strategies [6 pts] (Explain at least one appropriate ESOL strategy incorporated into the lesson for each EL student.)

1. **Edith:** Explain the non-verbal activities and tasks (SLIDE accommodations) that will be incorporated into the lesson appropriate for Edith who is at the beginning level of language development.
2. **Edgar:** Explain the SHOW – non-verbal activities and tasks (SLIDE) + intermediate TELL strategies (TREAD) appropriate for Edgar who is at the intermediate level of language proficiency.
3. **Tasir:** Explain the TELL strategies – more advanced TREAD accommodations for Tasir who is at the advanced level of language development.

GRAPHIC ORGANIZER (Attach a copy of graphic organizer) **[2 pts]**

SHOW & TELL Accommodation Tool (The STAT)

The Students

LEARNER COMMUNICATION BY LEVEL OF ENGLISH PROFICIENCY		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> Points to items Follows commands Listens initially—receptive skill development One to two word responses Labels and matches items Lists items Memorizes common phrases 	<ul style="list-style-type: none"> Novel phrases and simple sentences Describes items in simple terms Frequent morphological errors Frequent syntactic errors Phonological errors Vocabulary gaps & circumlocution 	<ul style="list-style-type: none"> Beginning Academic Language use Dialogue & discourse with some grammatical & rhetorical errors Read/write decontextualized passages with support

SHOW & TELL Accommodation Tool (The STAT)

The Strategies

SLIDE Verbs: Non-Verbal Activities and Tasks

- S** Show (also watch, pantomime, model)
- L** Look (also smell, taste, feel, & other non-verbal use of senses)
- I** Investigate (also measure, weigh, categorize, classify, connect)
- D** Demonstrate (also draw, act out)
- E** Experience (also act, move, do)

TREAD Verbs: Verbal Activities and Tasks

- T** Tell (also present information, lecture, narrate, recount)
- R** Read (also, skim, scan, review)
- E** Explain (also listen)
- A** Ask/Answer (also write, respond)
- D** Discuss (also describe, define)



SHOW STRATEGIES (FOR EVERYONE, INCLUDING ELLs)

- Hands-on activities
- Demonstrate a process
- Model tasks
- Dramatizations
- Experiential learning
- Pictures
- Props

SHOW + TELL STRATEGIES BY LEVEL OF ENGLISH PROFICIENCY

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Gestures with speech • Acting out/pantomime • Focus on here and now—pointing to real objects • Refer to picture dictionaries • Visuals and text • Simple graphic organizers using pictures & words • Matching words to pictures • Matching sentence strips to pictures 	<ul style="list-style-type: none"> • Complex graphic organizers & diagrams • Use of beginning SHOW + TELL strategies when communication breaks down 	<ul style="list-style-type: none"> • Provide additional SHOW +TELL Strategies support as needed

TELL STRATEGIES

General Practices by Level of English Proficiency (LoEP)

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Repetition • Rephrasing • Slower pacing of instruction to ascertain comprehension • Simplified language & discourse • Simplified text • Outline • Word lists • Common phrase list • Vocabulary/grammar support • Simple role plays requiring scripted verbal expression • Graphic organizers to complete • L1 support 	<ul style="list-style-type: none"> • Fill-in-the-blank phrases and sentences to scaffold language • Focus content on key concepts • Highlight keywords • Use bulleted lists rather than extended texts • Limited L1 support • Expand vocabulary through paraphrasing and teaching synonyms • Chart information 	<ul style="list-style-type: none"> • Check for language bias • Check for idioms • Check for phrasal verbs • Check for complex structures • Check vocabulary • Scaffold reading comprehension—strategies • Scaffold writing development—targeted error correction • Avoid deducting points for grammatical errors if assessing mastery of content

TELL STRATEGIES

Verbal Interaction by Level of English Proficiency

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> Cooperative learning in pairs requiring little verbal expression Heterogeneous group interaction supported by assigned buddy—bilingual or monolingual Non-verbal participation in heterogeneous groups—observing, doing Group homogeneously for leveled alternative activities with instructor/volunteer support 	<ul style="list-style-type: none"> Supported heterogeneous interaction with supplemental key phrases Group heterogeneously for most activities, checking for comprehension & participation Group homogeneously for language focus support 	<ul style="list-style-type: none"> Heterogeneous group activities with comprehension checks, monitoring participation

TELL STRATEGIES

Questions and Tasks by Level of English Proficiency

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> Simple yes/no questions—Is this a book? Questions that allow points, selecting, showing—Show me the book. Either/or questions—Is this a book or a pencil? Simple who, what & where questions—Who has the book? What is this (point to book)? Where is the book? Here and now focus One word answers—What is this? Simple or common two or three word phrase responses—Where is the book? On the table. Frequent vocabulary questions/answers (book versus manuscript) Simple identification questions 	<ul style="list-style-type: none"> Restricted tense questions <ul style="list-style-type: none"> Simple present—What do you do every day? I read every day. Present progressive—What are you doing? I am reading. Simple past—What did you do yesterday? I read a new book. Past progressive—What were you doing yesterday morning? I was reading a book. Simple future—What will you do tomorrow? I will read a book. Present perfect—Have you read Harry Potter? Yes. or Yes I have. Simple description (what) questions—What do you like about Harry Potter books? Simple explanation (how and why) questions—How does Harry Potter win at Quidditch? Why does Snape try to harm Harry? Formation of simple 	<ul style="list-style-type: none"> Complex tenses and moods <ul style="list-style-type: none"> Hypothetical, conditional—If Dumbledore asked you to move to Hogwarth's, would you do it? Why or why not? Past perfect—Had Harry seen Voldemort before he began following him? Future perfect Formation of the passive construction—How long will Harry have been a student before he graduates? Formation of complex negative statements—Could Harry have been hurt by Snape's magic? Why or why not? Formation of complex negative statements—Should Harry not have gone to Hogwarth's? Why or why not? Formation of complex questions Complex analysis, justification, evaluation

TELL STRATEGIES

Text Modification by Level of English Proficiency

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> Using graphics and a graphic organizer, express the main points in the reading passage with keywords. Provide native language support—overview, key words 	<ul style="list-style-type: none"> Rewrite the text in simpler, clearer terms, avoid compound sentences & complex verb structures. Substitute frequent vocabulary for infrequent vocabulary Shorten and break up sentences Show connection between reference words & their referents. Provide simple definition for idioms & phrasal verbs. Highlight keywords Provide glossary Make an outline or bulleted list 	<ul style="list-style-type: none"> Using the unmodified text, identify challenging vocabulary, phrases, and sentences. Provide clarification and explanation for the challenges. Elaborate implicit information in the text and make it explicit. Provide a glossary or additional explanations as necessary. Identify one or more reading strategies that improve comprehension.

• GENERAL PRINCIPLES APPROPRIATE FOR ALL LEVELS OF PROFICIENCY

- Frequent comprehension checks (individually, if possible),
- increased interaction through pair and small group activities (allows for clarification of meaning),
- when you (the teacher) are the sage on stage, walk the talk & talk with chalk,
- connect to students' background knowledge and cultural background, and
- receptive vocabulary > productive vocabulary at any LoEP

• PULL-DOWN VS. PUSH-UP

- **Pull-down** TELL strategies simplify, or when necessary, translate the English content through leveled questions, simplified text and discourse
- **Push-up** TELL strategies prop up (scaffold) ELs' LoEP beyond its independent level—through expansion, elaboration, paraphrasing, negotiation of meaning, scripts, word banks, glossaries

